



Annual Fiscal Report  
to  
Joint Legislative Education  
Oversight Committee  
2007-2008

October 1, 2008

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2007-2008**

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## Mission Statement

The North Carolina Teacher Academy is a professional development program for teachers established and funded by the North Carolina General Assembly. The mission of the Academy is to enrich instruction and impact student achievement by supporting the growth and retention of highly qualified teachers through research-based professional development in the areas of school leadership, instructional methodology, core content, and technology.

## History

In 1993 the General Assembly established the Task Force on Teacher Staff Development to create a Teacher Academy plan. The Task Force consisted of twenty- one members which included classroom teachers, administrators, and other educators and was housed in the Department of Public Instruction. The original legislation stated, *“The Task Force shall develop for consideration by the General Assembly a Teacher Academy Plan to establish a statewide network of high quality, integrated, comprehensive, collaborative, and sustained professional development for teachers in school committee leadership and the core content areas. The plan shall integrate fully the resources of the State and local units.”* As a means to achieve this plan, the Task Force conducted focus groups and surveys to create the design of the Teacher Academy.

The first Teacher Academy sessions were held during the summer of 1994 at ten colleges and universities across the state as five-day residential academies. A cadre of one hundred North Carolina teachers facilitated the first module, *“Creating Professional Workplaces,”* and more than 3,600 educators participated.

From its opening session in July of 1994 through the 2007-2008 fiscal year, the Academy has trained 42,174 teachers and principals during summer Teacher Academy sessions, representing 1,783 schools (78%) from every local education agency in North Carolina. In addition to the traditional summer sessions in 2007-2008, there were five summer five-day sessions presented in collaboration with the Public School Forum of NC and four four-day sessions provided for the two cohorts of 21<sup>st</sup> Century Middle School Literacy Coaches.

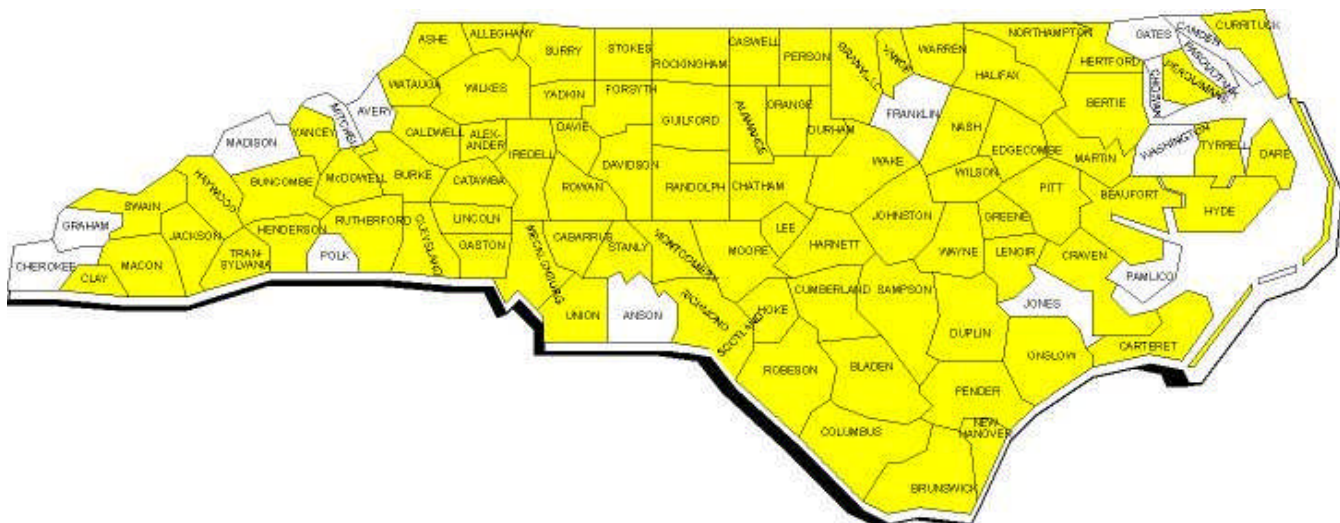
In 1995, the North Carolina General Assembly transferred the Teacher Academy from the Department of Public Instruction to The University of North Carolina General Administration. The Task Force was renamed the North Carolina Teacher Academy Board of Trustees. The legislation stated, *“The Board of Governors of The University of North Carolina shall delegate to the Board of Trustees all the powers and duties the Board of Governors considers necessary or appropriate for the effective discharge of the functions of the North Carolina Teacher Academy. The North Carolina Teacher Academy Board of Trustees shall establish a statewide network of high quality, integrated, comprehensive, collaborative, and substantial professional development for teachers, which shall be provided through summer programs.”* The Teacher Academy Board of Trustees meets three times annually to oversee the affairs of the Teacher Academy, including the appointment of the Executive Director. In 2006, the North Carolina General Assembly transferred the Teacher Academy to the State Board of Education. (G.S.115-C-296.4). The North Carolina Teacher Academy Organizational Chart is found in **Attachment 1**.

## North Carolina Teacher Academy Trainers

The North Carolina Teacher Academy “trainer reinvestment model” provides the most qualified professional instruction, while providing a cost effective solution to program development and instruction. All professional development is delivered by a cadre of North Carolina classroom teachers who have received extensive training in one or more content areas. These teachers work with the Teacher Academy during the summer then return to their schools where, during the school year, they bring the expertise that they have gained to their classrooms and their districts. A primary advantage of this organization is that it places researched best practices combined with North Carolina expertise into the classrooms in North Carolina. Each school district in North Carolina is invited to submit names of teachers to be trained as Teacher Academy trainers.

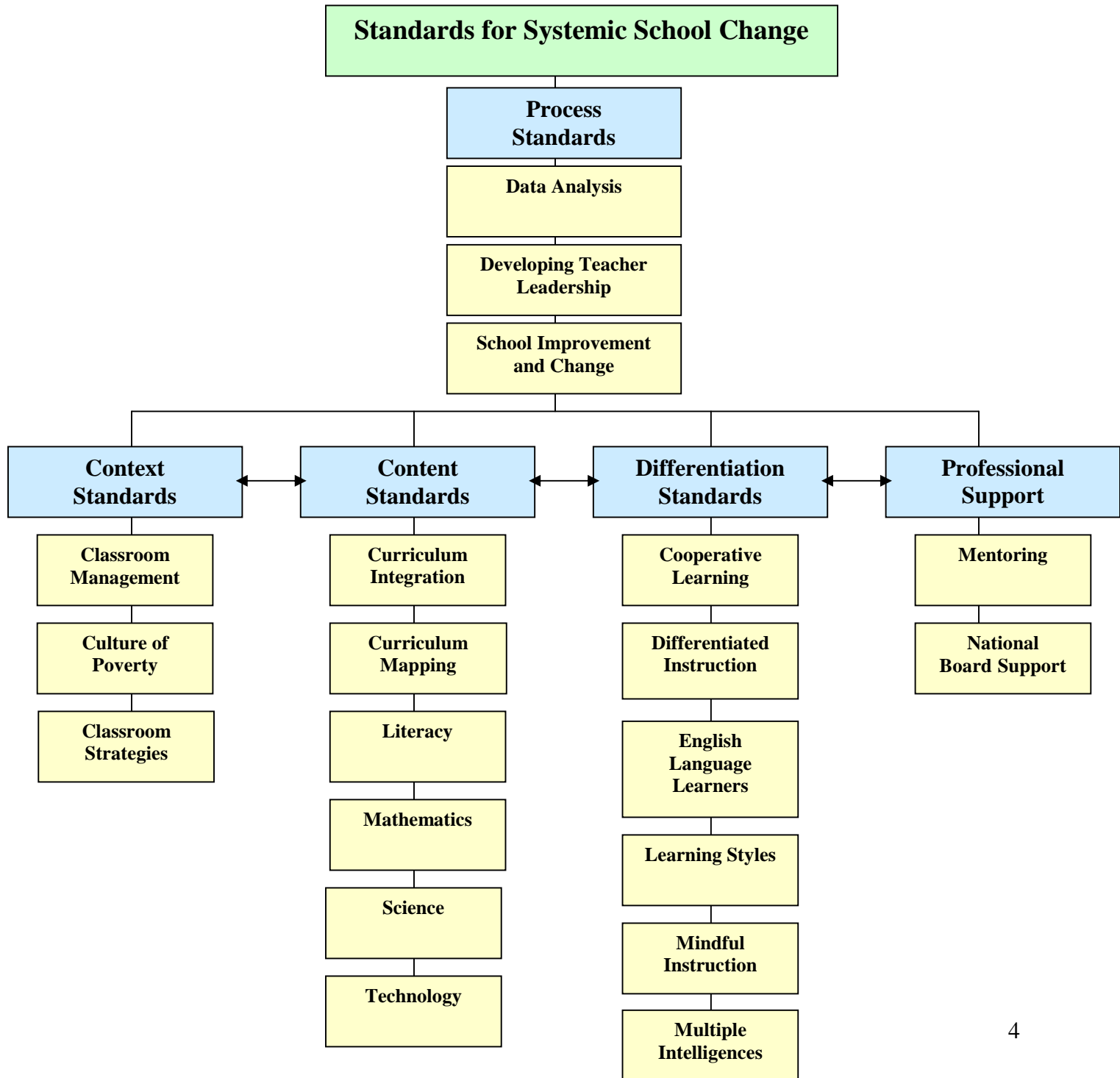
Type of trainer	Number of Trainers
Reading in the Content Areas	15
Building Professional Learning Communities	26
Classroom Management	38
Differentiated Instruction	60
Elementary Literacy	34
Elementary Science	42
Framework for Understanding Poverty	36
Mapping and Integrating the Curriculum	32
Marzano Classroom Strategies that Work	30
Mathematics	70
Mentor	11
National Board Facilitation	27
Raising ESL Student Achievement	21
Teacher Leadership	29
Technology	20
Using Data	20

## Location of Current North Carolina Teacher Academy Trainers



**North Carolina Teacher Academy Professional Development Standards**

The North Carolina Teacher Academy Professional Development Standards were developed in alignment with the National Staff Development Council Standards for Staff Development and are designed to assist schools in outlining school improvement goals. Results-driven, standards-based, and job-embedded professional development is concentrated in five core areas: process, context, content, differentiation, and professional support. All of the Teacher Academy professional development modules are organized within these five standards.



## North Carolina Teacher Academy Standards Descriptions

### **Process Standards**

Professional development maximizes student growth by using disaggregated data to identify learning priorities and structure school improvement plans; fosters leadership by promoting collaborative decision-making and providing ultimate working conditions for sustaining cultural changes; and uses multiple assessment processes for monitoring and evaluating school progress.

### **Context Standards**

Professional development maximizes student growth by creating learning communities that celebrate student diversity and cultural differences; establishes a context for building significant relationships and institutionalizes high expectations; and maintains safe and orderly school environments that illustrate citizenry needed to function in a global society.

### **Content Standards**

Professional development maximizes student growth by meeting rigorous academic standards; deepens content knowledge by implementing researched-based instructional strategies, technological competencies, and integrated curricula; and encourages academic autonomy and life-long learning.

### **Differentiation Standards**

Professional development maximizes student growth by improving teacher identification of learning modalities; employs pedagogical methods designed to differentiate instruction for all students; and incorporates a variety of approaches to engage all students in the learning process.

### **Professional Support Standards**

Professional development maximizes student growth by providing learning opportunities to support the recruitment and retention of highly qualified teachers; invests in the development of initially licensed and lateral entry teachers through mentoring; and supports experienced teachers in earning National Board Certification.

## **North Carolina Teacher Academy Program Descriptions**

Currently, the Teacher Academy offers professional development in twenty program areas that support the North Carolina State Board of Education Priorities: High Student Performance; Quality Teachers, Administrators, and Staff; Healthy Students in Safe, Orderly, and Caring Schools; Effective and Efficient Operations; and Strong Family, Community, and Business Support. The Teacher Academy provides continuous research-based professional development to support and retain a highly qualified teacher in every classroom and as the needs of teachers change, the North Carolina Teacher Academy continues to evaluate existing programs and implement new ones. Complete program descriptions and current fiscal year attendance are available in **Attachment 2**.

### **Differentiated Instruction**

- Cooperative Learning
- Differentiation in K-12 Classrooms
- Differentiated Instruction in the Math Classroom
- Learning Styles
- Using Brain Research to Redesign Classroom Instruction

### **Diversity**

- Raising ESL Student Achievement
- Teaching Children of Poverty

### **Instructional Technology**

- Technology Literacy for 21<sup>st</sup> Century Schools

### **Literacy**

- Critical Components for Early Reading
- Developing Inquiry in Reading and Writing
- Informational Text
- Literacy Strategies for Elementary Grades
- Reading in the Content Areas

### **School Improvement and Change**

- Building Professional Learning Communities
- Building Teacher Leadership
- Classroom Management
- Mapping and Integrating School Curriculum
- Using Data to Raise Student Achievement

### **Mathematics**

- Developing Proportional Reasoning in Middle Grades

### **Professional Support**

The North Carolina Teacher Academy has a three-pronged delivery approach to meet the needs of educators in North Carolina, including summer residential and LEA/NCTA partnership academies along with customized local professional development.

- Attachment 3** provides participant information for each LEA and **Attachment 4** provides participant information for each module.

Category	Summer Academies	Local Professional Development
Building Professional Learning Communities	220	820
Building Teacher Leadership	80	0
Classroom Management	240	900
Classroom Learning	100	150
Creating a Culture to Retain Teachers	150	150
Critical Components for Early Reading	80	0
Developing Inquiry in Reading and Writing	120	270
Differentiation in K-12 Classrooms	140	20
Effective Instruction in the Math Classrooms	150	220
Literacy Strategies	160	70
Mapping and Integrating Learning Styles	70	50
Mentoring Beginning Teachers	100	260
Raising Elementary Grades	210	260
National Board Curriculum	0	10
Multiple Intelligences	0	100
National Board Support	0	70
Reading in the Content Areas	140	140
Teaching Children of Poverty	100	200
Technology Literacy for 21st Century	140	850
Using Brain Research to Redesign...	80	1100
Using Data to Raise Student Achievement	160	180



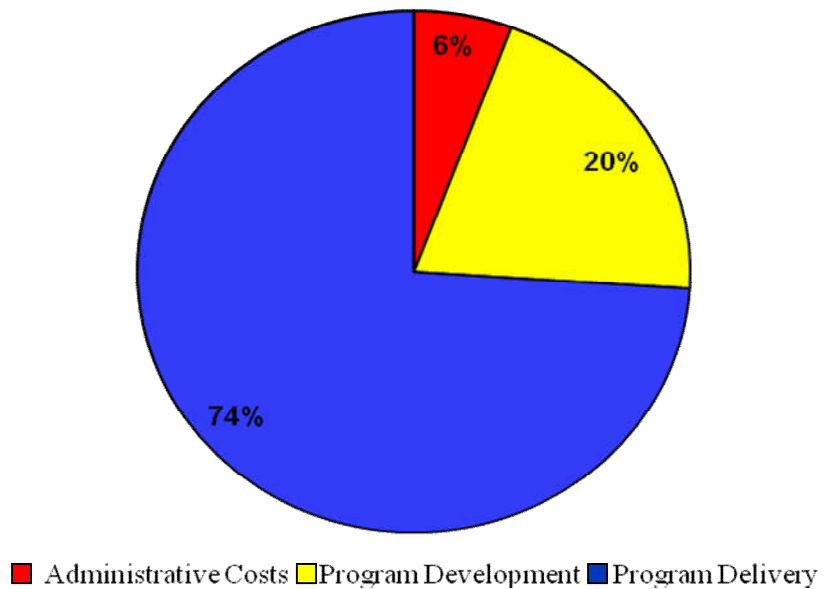
## North Carolina Teacher Academy 2007-2008 Financial Overview

Program Development and Program Delivery account for 94% of the Teacher Academy operating budget, representing training that goes directly back into the classrooms in North Carolina.

<u>Source of Funds</u>	<u>Object Description</u>	<u>Operating Expense</u>
531111	EPA Regular Salaries (11.0 FTE)	1,061,566.36
531211	SPA Regular Salaries (1.0 FTE)	42,780.48
531321	Non-Student Wages (Trainers & Site Managers)	991,481.00
531511	Social Security (7.65%)	155,956.00
531521	State Retirement (6.82%)	85,698.90
531561	Medical Insurance (\$3,748 FTE)	53,531.48
531576	Flexible Spending savings	113.22
532199	Contracted Services	168,739.24
533110-120-720	Supplies & Materials	154,625.27
532712	In-State Travel (Employee)	10,430.08
532715	Out-State Travel (Employee)	25,801.76
532731	Non-Employee Travel (Trainers & Site Managers)	631,953.55
532811-12-15	Telephones. Data, Email	24,197.94
532840-003	Postage	27,997.48
532840002	Messenger Service	6,200.23
532850	Printing & Binding	109,839.73
532333	Equipment Repairs	689.17
532860	Advertising	5,398.80
532150-81-5325-5327	Residential Academy Site Cost	1,054,315.05
532199 (org 116)	Participant Stipends	1,460,400.00
532512	Office Rental	84,573.60
532513900	Conference Room Rental	169,315.38
532524900	Conference Equipment Rental	73,687.15

532181-90-99	Conference Food , Subsistence, and Misc	939,165.21
532521	Motor Vehicle Rental	977.93
534713-14-532449	Software and Maintenance Agreements	63,780.75
532919	Insurance-Property	599.00
535830	Membership Dues	1,911.00
534521	Office Equipment	8,125.93
534534	Computer Equipment	42,733.00
Totals		7,456,584.69

### North Carolina Teacher Academy Financial Overview



## Summary of 2007-2008 Professional Development in Leandro Districts

In July 2005 the North Carolina Teacher Academy was directed to provide professional development and support to the sixteen school districts identified by the State Board of Education to receive Disadvantaged Student Supplemental Funds (DSSF). Those districts include Edgecombe, Elizabeth City-Pasquotank, Franklin, Halifax, Hertford, Hoke, Hyde, Lexington City, Montgomery, Northampton, Robeson, Thomasville City, Vance, Warren, Washington, and Weldon City.

The Teacher Academy organized the delivery of services to achieve the following goals:

1. Promote an understanding of the North Carolina Teacher Working Conditions Survey focusing on data analysis of the survey to create optimal teaching and learning climates in schools to improve teacher retention and student achievement and to apply the results to their school improvement plans.
2. Customize staff development for teachers and administrators in individual schools and/or districts to address specific instructional needs to improve student achievement and fill the professional development needs as outlined in their school improvement plans.
3. Provide summer academies that offer in-depth staff development in one of the following areas: classroom management, understanding the impact of poverty on student success, mentoring beginning teachers, differentiated instruction and learning, instructional technology, teaching strategies for students with limited English proficiency, improving K-12 literacy skills and comprehension, using data to improve school climate, K-12 mathematics, and elementary science.
4. Support initially-licensed teachers and candidates for National Board Certification to enhance teacher leadership skills and build school level capacity.
5. Assign three highly qualified Teacher Academy Fellows, each with 25 years teaching experience, nine to twelve years training with the Teacher Academy, and National Board Certification, to work with teachers and administrators in the schools.
6. Coordinate a two-day School Improvement Team Conference in spring 2007 to identify schools that needed assistance in developing a school improvement plan. Training included use of data from the Teacher Working Conditions Survey and the Annual School Report Card plus skills for working as a team. All schools in the DSSF districts were invited. Fifty two schools elected to participate and partner with the North Carolina Teacher Academy for the 2007-2008 school year.

During the 2007-2008 fiscal year, the Teacher Academy provided services to all sixteen DSSF districts. Schools participated in staff development workshops and academies ranging from one-half to five days. Many teachers and administrators attended multiple staff development activities. Four hundred sixty five (465) teachers participated in residential and LEA/NCTA summer academies for a total of 14,880 contact hours. Two thousand three hundred twenty two (2,322) teachers participated in staff development sessions during the fiscal year. **Attachment 6** provides an overview of achievement in the DSSF districts.

## 2007-2008 Twenty-first Century Literacy Coaches

In July 2006 the North Carolina Teacher Academy was directed to provide training and support for one hundred 21<sup>st</sup> century middle school literacy coaches as an integral piece of Governor Mike Easley's Literacy Coach Initiative. The initiative was implemented as a result of statistical research highlighting research that 60% of the students entering ninth grade graduated high school in five years, and 19% of the same freshman class completed an associate or bachelor's degree from a school of higher learning.

A literacy coach position was offered to the 100 lowest performing (based on a three-year span of reading End Of Grade scores) middle schools in the state that contained an 8<sup>th</sup> grade class.

In July 2007, the North Carolina General Assembly appropriated funding for an additional one hundred 21<sup>st</sup> Century Middle School Literacy Coaches. Middle schools that were feeder schools to Turnaround High Schools or Learn and Earn High Schools were invited to a regional meeting hosted at five locations statewide. The principal, central office administration as well as school improvement team representatives attended. Each session explained the initiative, legislation, application and hiring process, and the training to take place in 2007-2008. Each interested school then received an application.

**Attachment 7** includes tables of the middle schools included in Cohort I (2006-2007) and Cohort II (2007-2008) of the initiative.

The Teacher Academy provided the following training for the 2007-08 literacy coaches (Cohort II). Each component of training required an additional product for completion.

October 2007	9 hours	Qualitative Reading Inventory training
	9 hours	Early Literacy Components
	12 hours	The Coaching Process/Adult Learning (Part 1); Ann Kilcher and Lawrence Ryan, Paidea Consulting Group
November 2007	42 hours	Reading in the Content Areas strategies
December 2007	18 hours	Reading/Vocabulary in the Content Areas
January 2008	12 hours	Media Literacy training
	18 hours	Classroom Management training
February 2008	12 hours	Word Study and Writing strategies
	12 hours	The Coaching Process/Presentation Skills (Part 2); Ann Kilcher and Lawrence Ryan , Paidea Consulting Group
	6 hours	The Roles of the Literacy Coach and the Principal; Dr. Jim Knight, University of Kansas

March 2008	12 hours	School Leadership, Dr. Linda Lambert
April 2008	18 hours	Creating a Literacy Rich School; Dr. Rosemarye Taylor, University of Central Florida
June 2007	24 hours	21 <sup>st</sup> Century Instructional Technology
	24 hours	Using Data to Build Classroom Learning Communities
<b>Total</b>	<b>228 hours</b>	

The Teacher Academy also provided the following training for the 2006-07 literacy coaches (Cohort 1). Each component of training required an additional product for completion.

September 2007	9 hours	Visual /Early Literacy training
	6 hours	English Language Learner training, Part 1
January 2008	12 hours	Media Literacy training
February 2008	18 hours	English Language Learner training, Part 2
	6 hours	The Roles of the Literacy Coach and the Principal; Dr. Jim Knight, University of Kansas
March 2008	18 hours	Classroom Management training
April 2008	18 hours	Differentiated Instruction training
May 2008	18 hours	Word Study, Vocabulary and Writing strategies
June 2008	24 hours	Portable Computing and Digital Story Telling
	24 hours	Cooperative Learning or Learning Styles
<b>Total</b>	<b>153 hours</b>	

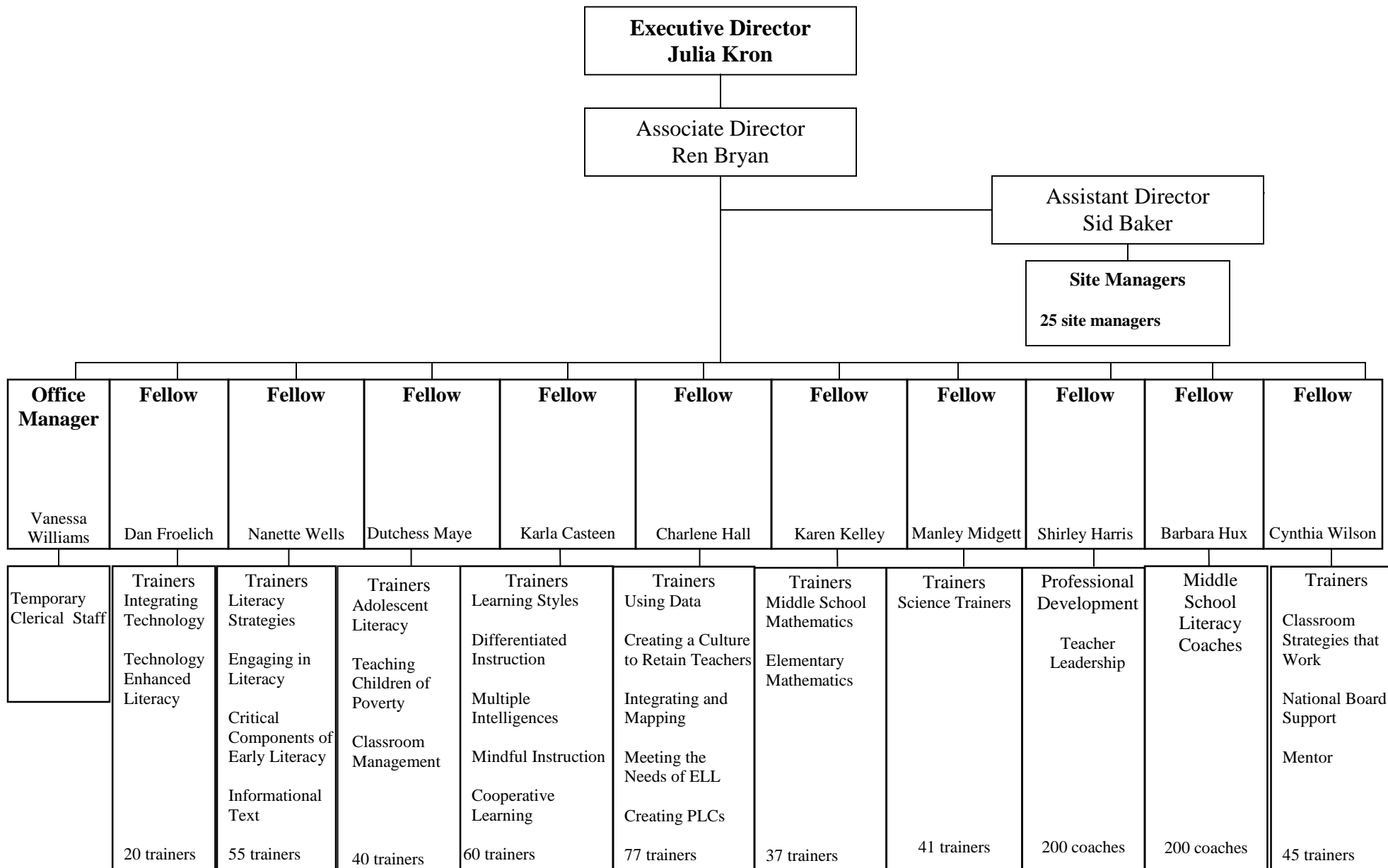
At the conclusion of the 2007-2008 academic year, an analysis of student performance was completed. The analysis was based on End of Grade test results available from NC DPI as well as a comparison of Qualitative Reading Inventory scores of targeted eighth grade students at the beginning and the end of the school year. This information is available in **Attachment 7**.

## **North Carolina Teacher Academy Impact on Classroom Instruction**

More than 123,696 hours of professional development were provided for teachers in North Carolina school districts during 2007-2008. The North Carolina Teacher Academy held 40 summer sessions and more than 140 single and multiple-day local professional development sessions for 10,925 educators, representing 90 school districts during the 2007-2008 fiscal year.

- **Attachment 2** identifies the summer program participation for both residential and LEA/NCTA Partnership academies.
- **Attachment 3** identifies the number of educators in each North Carolina district for both summer program and local professional development participation. The total contact hours of professional development received by each district are also included.
- **Attachment 4** identifies the number of participants for summer and local professional development sessions for each module.
- **Attachment 5** features two North Carolina maps. The first map of Teacher Academy participation highlights the total percent of schools in each county that have sent teams to summer sessions since 1994. The second map illustrates the impact of the North Carolina Teacher Academy on individual North Carolina school districts in 2007-2008.
- **Attachment 6** identifies the professional development provided in Disadvantaged Student Supplemental Funding districts along with indicators of achievement.
- **Attachment 7** identifies the highlights of the reported improvement in schools with Middle School Literacy Coaches.

# North Carolina Teacher Academy Organizational Chart



## Attachment 2

### North Carolina Teacher Academy Programs and Summer Attendance

The Teacher Academy held forty summer sessions and worked with a total of 2,739 teachers, as well as fifteen trainer interns, representing 84 local education agencies during the 2007-2008 fiscal year. Residential attendance totaled 1,759 participants and LEA attendance totaled 980 participants.

The residential sessions were held at seven sites across the state: Appalachian State University, Chowan University, Elon University, Lenoir-Rhyne College, NC A&T State University, the Radisson/Governor's Inn, and Western Carolina University. For the seventh year, LEA/NCTA partnership academies were held locally in schools and professional development centers. In addition to the traditional summer academies, four summer sessions were held on college campuses for the two hundred Middle School Literacy Coaches, who each attended two sessions. Five summer sessions were held in collaboration with the Public School Forum of NC in Caswell County, Greene County, Mitchell County, Warren County and Washington County.

### Differentiated Instruction

*Cooperative Learning* provides teachers with an understanding of the definitions, research, myths, pros and cons, and practical issues concerning cooperative learning. Through cooperative structures, teachers explore the five major critical attributes of cooperative learning including positive interdependence, individual accountability, promotive interaction, group processing, and social skills. Teachers also learn how to design cooperative lessons in content areas. The Academy held two sessions with a total of 110 participants.

*Differentiation in K-12 Classrooms* explores why differentiation is important for today's schools and what a differentiated classroom looks like. Teachers explore how to differentiate for content, process, and assessment focusing on student readiness, interest, and learning profile. Two sessions of this new module were held during this fiscal year, and 159 participants attended.

*Differentiated Instruction in the Math Classroom* is a module which focuses on differentiation in the math classroom. It helps teachers focus on the different ways that students learn mathematics in order to help students gain deeper mathematical understanding. The module combines elements of cooperative learning, the use of manipulatives based on individual student learning styles, and brain-based problem strategies. During fiscal year 2007-2008, 69 participants attended a single session.

*Learning Styles* focuses on using a variety of teaching strategies to improve student achievement in grades K-12. Based on the Dunn and Dunn model, participants in this program learn how to identify and teach to the learning strengths of each student. Participants learn new ways to differentiate instruction by developing materials for tactual, kinesthetic, visual, and auditory learners. Teachers also look at various methods for redesigning the conventional classroom to implement a learning styles program. The Academy held one session and trained a total of 76 teachers and administrators in this program during the 2007-2008 fiscal year.



*Using Brain Research to Design Classroom Instruction* focuses on how the brain operates and what impacts our thinking, learning, and memory. Based on training from Eric Jensen, Pat Wolfe, Debbie Estes, and Rich Allen, participants in this program gain a better understanding of how brain research can help them work with today's diverse learners. Teachers learn twenty instructional strategies that transform their classrooms into areas of high energy, enthusiasm, and fun, thus engaging all students in the learning process. Teachers also learn how "states" play an important role in student learning. This session was offered in one session to 89 teachers and administrators.

## **Diversity**

*Raising ESL Student Achievement* is a module that focuses on an understanding of strategies to support Limited English Proficient students. It enables classroom teachers to develop strategies for delivering curriculum to students who are learning English as a second language. The program focuses on the regular classroom teacher's role as a decision maker in selecting and using instructional methods and techniques that meet the needs of these Limited English Proficient students. The sessions provide strategies and skills aimed at helping English language learners increase their achievement and success. During the 2007-2008 fiscal year 143 teachers attended two sessions.

The Academy module *Teaching Children of Poverty* is designed to change the mindset of K-12 educators by helping them understand the socioeconomic factors that impact the way students live, learn, and behave. This session focuses on recognizing patterns in poverty using thirty-two years of research by Ruby Payne, PhD, and applying Abraham Maslow's *Theory of Human Motivation* to analyze and meet student needs. Teachers learn how to establish significant and positive relationships with students and parents to foster intrinsic incentives for learning and decrease discipline problems. Teachers identify cognitive deficiencies and use Reuben Feuerstein's scientifically tested instructional strategies to provide the missing links that improve student achievement. The Teacher Academy held three academies, serving a total of 185 teachers and administrators.

## **Instructional Technology**

The goal of *Technology Literacy for 21<sup>st</sup> Century Schools* is to make technology an instructional tool used by classroom teachers as an integral part of the curriculum they deliver. With the facilitation of experienced technology trainers in computer labs, participants acquire skills in multimedia authoring tools, grant writing, the use of software for graphic organizers, and the development of integrated activities. During this fiscal year, 154 teachers and administrators participated in two sessions.

## **Literacy**

*Critical Components for Early Reading* provides teachers with established scientifically-based research strategies to build a comprehensive reading program. The instruction provides teachers with the tools and skills needed to bring more multi-sensory techniques through visuals and manipulatives into the classroom with emphasis on the five components of reading as outlined in

the report of the National Reading Panel. Lessons focus on the essential components of phonemic awareness, phonics, vocabulary development, fluency, and comprehension to build a foundation for early reading success. Instruction in monitoring and assessment of student performance through DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is embedded in the training. During this fiscal year, one session was held with 75 kindergarten through third grade teachers and administrators attending.

*Developing Inquiry in Reading and Writing* provides primary, elementary, and middle school teachers with strategies to actively engage students in self-learning by providing instruction in collaborative inquiry, oral responses to literature, and Readers' and Writers' Workshop. Through utilizing strategies in storytelling, poetry, and drama, teachers enable students to draw on their creative abilities and inquisitiveness to enhance literacy learning. Two sessions were held with 125 participants.

The module *Informational Text* provides teachers with information about the different genres of informational text and guides them to develop strategies to incorporate these strategies into their classrooms. Teachers also relate the use of informational text to research-based twenty first century literacy skills of accessing, transforming, and sharing information. During the 2007-2008 fiscal year 162 teachers participated in two sessions.

The Teacher Academy's literacy module *Literacy Strategies for Elementary Grades* provides primary, elementary, and middle school teachers with an overview of the reading process and cueing system. Whole group learning activities and mini-sessions offer a wide-range of instructional strategies in reading and writing to improve student achievement. This practical, hands-on program offers participants the opportunity to make a variety of books and design games in order to teach to individual student strengths and create a classroom environment conducive to learning. During the 2007-2008 fiscal year 77 teachers and administrators participated in the single session dedicated to this program.

The module *Reading in the Content Areas* focuses on strategies to help middle and high school students learn and retain content information. These strategies enable teachers to help students comprehend information across the curriculum and throughout grade levels. The students gather information through all types of learning tasks, thereby becoming better readers and writers in all subject areas. The training topics include vocabulary and concept development, discussion and writing strategies, text patterns and structures, and organizational models. Two sessions were held during the 2007-2008 fiscal year with 103 teachers attending.

## **Mathematics**

*Developing Proportional Reasoning in Middle Grades Mathematics* identifies the importance of proportionality as a unifying theme in middle grades mathematics. Teachers learn how to consolidate students' elementary knowledge of multiplication in order to make connections needed to solve proportional reasoning problems such as linear slope, scale drawings, or ratio. During the two sessions offered this year there were 144 participants.

## School Improvement and Change

*Building Professional Learning Communities* provides both knowledge and know-how for constructing and implementing a “professional learning community.” The session includes instruction on implementing strategies for increasing collaboration between both students and colleagues and gives participants an opportunity to build a toolbox of strategies for group problem-solving and shared decision-making. During 2007-2008, three sessions were held for 230 participants.

*Building Teacher Leadership* is built on the research of Michael Fullan, Andy Hargreaves, and Linda Lambert and supports the importance of teacher leadership in contributing to the quality and success of teachers. This module provides teachers with skills necessary to become effective leaders in their schools by learning how to be effective coaches, how to conduct efficient and productive meetings, and how to implement strategies for establishing sustainable teacher leadership. During the 2007-2008 fiscal year this new module had a single session with 81 participants.

The module *Classroom Management* provides K-12 teachers with the skills necessary to meet classroom management challenges successfully. With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create a learning atmosphere where students are self-governing. Teachers learn to cultivate productive student-teacher relationships; develop a heightened awareness and emotional objectivity relative to classroom situations; distinguish between rules and procedures; examine disciplinary interventions that work; and guide students in the creation of a self-managing learning environment. During fiscal year 2007-2008 three sessions were held for 243 teachers and administrators.

*Creating a Culture to Retain Teachers and Promote Student Growth* concentrates on transforming schools into professional learning communities in which teachers are empowered, enthusiastic, and actively engaged. Strategies are provided to help identify and understand school culture, to encourage collaboration and team-building, and to successfully implement school change. Each specific school team in attendance is shown the results of their Teacher Working Conditions (TWC) Survey and taught how to analyze this data. Schools are encouraged to discuss the information from the survey by looking at all the results from each of the domains: Teacher Empowerment, Facilities and Resources, Leadership, Time, and Professional Development. The school teams then begin planning how to, back at their schools, address the concerns and challenges they have analyzed. During this fiscal year, 150 teachers and principals represented their schools at two sessions devoted to this program.

*Mapping and Integrating Curriculum* is a process by which all teachers in a school document their own curriculum, then share and examine each other’s curricula for overlapping content, redundancies, and new learning. The document facilitates the creation of a coherent, consistent, and integrated curriculum within a school that is ultimately aligned to standards and responsive to individual student data. This module guides teachers in making their maps, and helps them to develop and write essential questions. Teacher teams are assisted in devising action plans for

implementing mapping at their schools when they return home. The Academy held four sessions during 2007-2008 with 219 teachers and administrators attending.

*Using Data to Raise Student Achievement* defines the four types of educational data, shows how to gather this data, and explains how to analyze and use the data in the classroom for the primary purpose of helping all students achieve success. This module, based upon data-driven instruction and data-driven decision-making, provides strategies for identifying and illustrating demographics, perceptions, student achievement, and school processes in the context of the classroom. Teachers examine examples of data, practice analyzing that data, and learn how to apply the information gained by forming a true picture of their own classroom successes, challenges, needs and gaps. *Using Data to Raise Student Achievement* provides straight-forward and practical tools for realizing these goals and obtaining higher growth and performance for all students. *Using Data* was offered during three sessions to 160 teachers and administrators.

Attachment 3

**Fiscal Year 2007-2008 Summer Program and Staff Development Participation  
for North Carolina Local Education Agencies**

LEA	Summer Attendance		Staff Development			Total Contact Hours for County
	Participants	Contact Hours **	Participants	Contact Hours		
Alamance County	29	30				870
Alexander County	21	30	8	6	48	678
Alleghany County	5	30				150
Anson County	8	30				240
Ashe County	62	30				1,860
Asheboro City	3	30				90
Avery County						
Beaufort County						
Bertie County			65	6	390	390
Bladen County	8	30				240
Brunswick County	70	30	134	9	1,206	3,306
Buncombe County	23	30				690
Burke County	8	30				240
Cabarrus County	16	30				480
Caldwell County	17	30				510
Camden County	15	30				450
Carteret County	28	30				840
Caswell County*	6	30	159	6	954	1,134
Catawba County	7	30	53	9	477	687
Charlotte-Mecklenburg	132	30	17	3	51	4,011
Chatham County	48	30				1,440
Chapel Hill						
Cherokee County						
Clay County	6	30				180
Cleveland County	19	30	70	6	420	990
Clinton City	27	30	58	3	174	984
Columbus County	18	30				540
Craven County	28	30				840
Cumberland County	76	30	54	6	324	2,604
Currituck County			50	12	600	600
Dare County						
Davidson County	9	30				270
Davie County	95	30	93	3	279	3,129
Duplin County	70	30	116	6	696	2,796
Durham County	35	30				1,050
Edenton-Chowan						
Edgecombe County	20	30	23	6	138	738
Elkin City						
Winston Salem-Forsyth	101	30	304	6	1,824	4,854

LEA	Summer Attendance		Staff Development			Total Contact Hours for County
	Participants	Contact Hours	Participants	Contact Hours		
Ft. Bragg	16	30				480
Gaston County	38	30	63	6	378	1,518
Gates County	61	30				1,830
Granville County	24	30				720
Greene County*						
Guilford County	96	30	27	6	162	3,042
Halifax County	28	30				840
Harnett County	24	30	108	6	648	1,368
Haywood County	19	30				570
Henderson County						
Hertford County	9	30				270
Hoke County	48	30	441	6	2,646	4,086
Hyde County			172	6	1,032	1,032
Iredell County	85	30	32	6	192	2,742
Jackson County						
Johnston County	32	30	36	6	216	1,176
Jones County						
Kannapolis City	25	30				750
Lee County						
Lenoir County	11	30				330
Lexington City	7	30	261	6	1,566	1,776
Lincoln County	17	30	47	6	282	792
Macon County						
Madison County	7	30				210
Martin County						
McDowell County	3	30				90
Mt. Airy City						
Mitchell County*						
Montgomery County	35	30	18	6	108	1,158
Moore County	10	30	94	3	282	582
Mooresville City						
Nash-Rocky Mount	17	30	74	6	444	954
New Hanover County	41	30				1,230
Newton-Conover						
Northampton County			56	6	336	336
Onslow County						
Orange County	20	30				600
Pamlico County	8	30				240
Elizabeth City/Pasquotank	2	30				60
Pender County	9	30	29	6	174	444
Perquimans County	10	30				300
Person County	64	30	48	6	288	2,208
Pitt County	58	30				1,740

LEA	Summer Attendance		Staff Development			Total Contact Hours for County
	Participants	Contact Hours	Participants	Contact Hours		
Randolph County	38	30				1,140
Richmond County	15	30				450
Roanoke Rapids City						
Robeson County	212	30	1,570	6	9,420	15,780
Rockingham County	35	30	464	6	2,784	3,834
Rowan County	38	30	20	6	120	1,260
Rutherford County	87	30				2,610
Sampson County	91	30	145	6	870	3,600
Scotland County	10	30				300
Shelby City						
Stanly County	32	30				960
Stokes County						
Surry County	8	30				240
Swain County						
Thomasville City	20	30	154	6	924	1,524
Transylvania County						
Tyrrell County	5	30	32	6	192	342
Union County	8	30				240
Vance County	25	30				750
Wake County	65	30	602	6	3,612	5,562
Warren County *	18	30	15	3	45	585
Washington County *	See Public School Forum entry below					
Watauga County	25	30				750
Wayne County	34	30				1,020
Weldon City	13	30				390
Whiteville City	47	30				1,410
Wilkes County	15	30				450
Wilson County	15	30	88	3	264	714
Yadkin County	17	30				510
Yancey County						
* Public School Forum Collaborative (Caswell, Greene, Mitchell, Warren, Washington)			929	6	5,574	5,574
State Hospitals			8	6	48	48
Guests	3	30				
<b>Total</b>	<b>2,734</b>	<b>82,020</b>	<b>6,985</b>		<b>41,676</b>	<b>123,696</b>

\* Represents multiple attendance by some of the 5208 local professional development participants

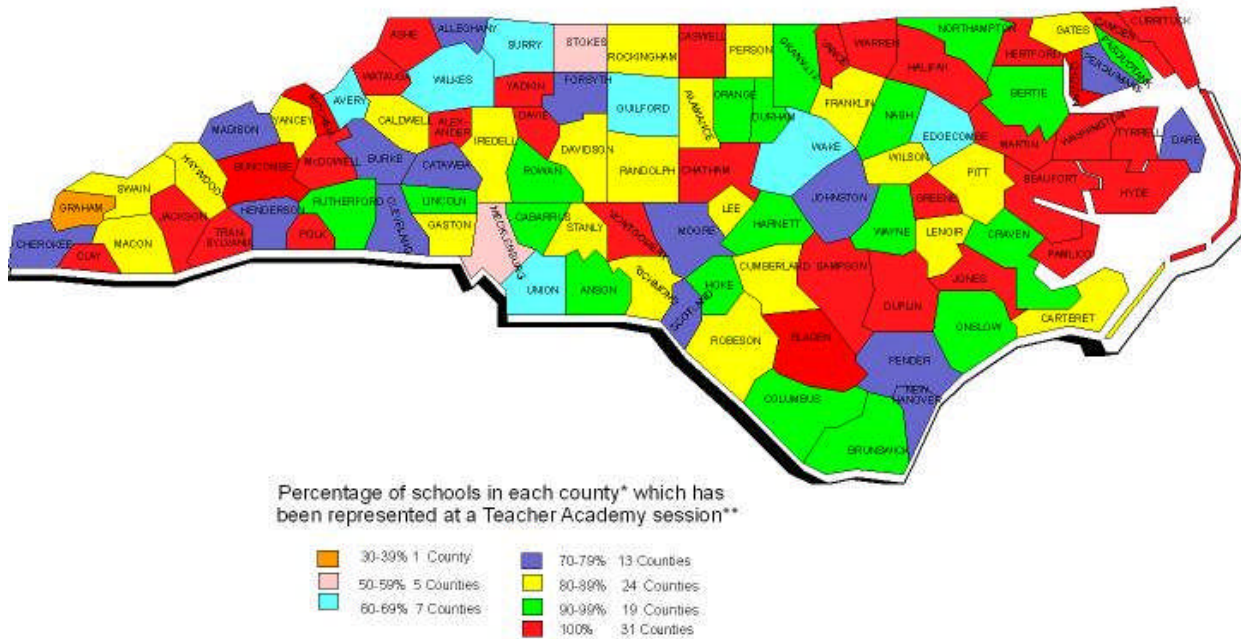
Red text indicates Disadvantaged Student Supplemental Funding districts.

### 2007-2008 Professional Development Participation for Each Module

<b>Module</b>	<b>Summer Participants</b>	<b>Local Staff Development Participants</b>
Building Professional Learning Communities	230	825
Building Teacher Leadership	81	
Classroom Management	244	905
Cooperative Learning	110	154
Creating a Culture to Retain Teachers and Promote Student Growth	150	
Critical Components for Early Reading	75	
Developing Inquiry in Reading and Writing	125	270
Developing Proportional Reasoning in Middle Grades Mathematics	144	15
Differentiation in K-12 Classrooms	159	226
Effective Instruction in the Math Classroom	69	
Informational Text	162	
Learning Styles	76	58
Literacy Strategies Elementary Grades	77	41
Mapping and Integrating Curriculum	219	265
Mentoring Beginning Teachers		10
Multiple Intelligences		100
National Board Support		75
Raising Elementary ESL Student Achievement	143	138
Reading in the Content Areas	103	206
Teaching Children of Poverty	185	854
Technology Literacy for 21st Century Schools	154	
Wired Classroom: Integrating Technology and Content		66
Using Brain Research to Redesign Classroom Instruction	89	1107
Using Data To Raise Student Achievement	160	201
<b>Total</b>	<b>2755</b>	<b>5516</b>



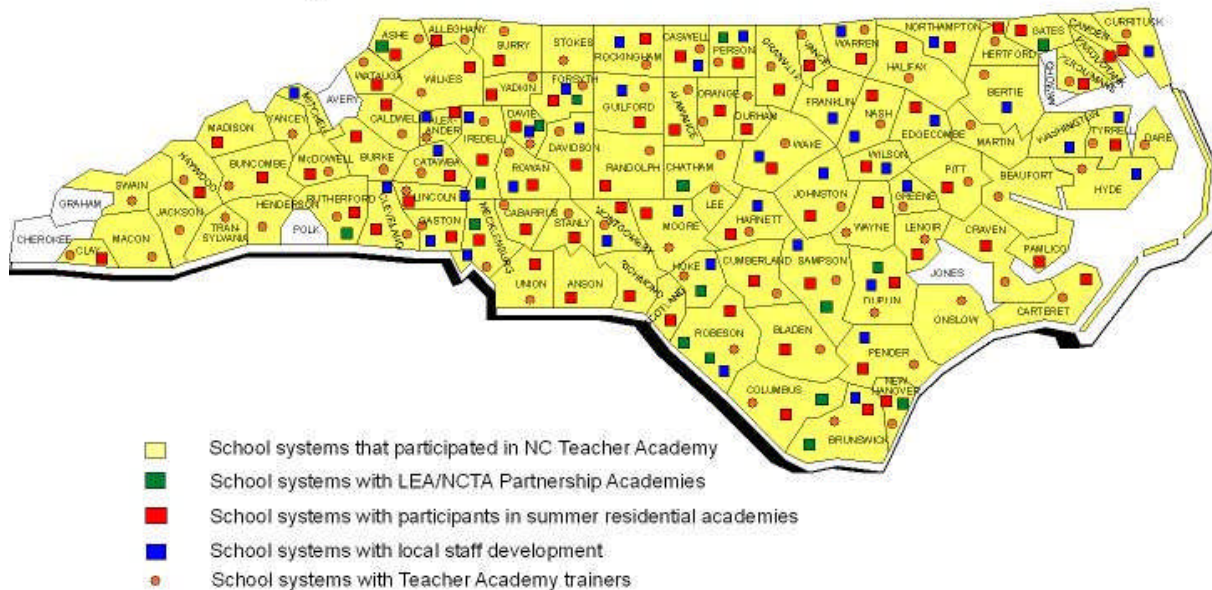
# North Carolina Teacher Academy Summer Participant Distribution 1994-2008



\* City systems are included in the counties in which they are located.

\*\* Federal schools and special state schools are not included in the statistics used for this map.

# North Carolina Teacher Academy Program Distribution Fiscal Year 2007-2008



City systems are included in the counties in which they are located.

Federal schools and special state schools are not included in the statistics used for this map.

**Professional Development Participation, Teacher Turnover Rate, Middle School Literacy Coach, National Board Certification  
and ABC Performance in Disadvantaged Student Supplemental Funding Districts**

District/Number of Schools	Summer Academy Participants	Professional Development Participants	National Board Certifications Earned 2007 (Total in district)	Middle School Literacy Coach positions	2006-2007 Teacher Turnover Rate (negative score indicates a turnover decline)	Number of Schools Making High Growth (percent of total)	Number of Schools Making Expected Growth (percent of total)	Number of Schools Meeting AYP (percent of total)
Edgecombe County/15	20	23	9 (69)	4	20% (-2%)	4(26.6%)	11(73.3%)	unavailable
Elizabeth City/Pasquotank/12	2	0	9 (49)	1	18% (no change)	5(41.6%)	10(83.3%)	3 (25%)
Franklin County/13	27	223	16 (37)	2	20% (-5%)	8(61.5%)	9(69.2%)	4 (30%)
Halifax County/16	28	0	3 (25)	4	25% (+10%)	1(6.2%)	8(50%)	2 (12.5%)
Hertford County/5	9	0	2 (13)	1	24% (+6%)	1(20%)	4(80%)	1 (20%)
Hoke County/12	48	405	1 (12)	2	28% (+ 5%)	5(41.6%)	8(66.6%)	4 (33%)
Hyde County/4	0	142	1 (6)		20% (-11%)	3(75%)	3(75%)	1 (25%)
Lexington City/7	7	169	4 (23)	1	22% (-1%)	5(71.4%)	5(71.4%)	4 (57%)
Montgomery County/9	35	18	5 (32)	2	16% (+3%)	69(66.6%)	8(88.8%)	2(22%)
Northampton County/10	0	71	1 (4)	2	25% (+5%)	4(40%)	8(80%)	4 (40%)
Robeson County/43	213	933	8 (91)	12	17% (+1.4%)	29(67.4%)	35(81.3%)	15 (43.9%)
Thomasville City/4	20	131	1 (24)	1	25% (+2%)	0	2(50%)	0
Vance County/16	25		5 (35)	2	26% (+1%)	10(62.5%)	15(93.7%)	5 (35.7%)
Warren County/6	18	111	1 (12)	1	24% (+5%)	3(50%)	6(100%)	2 (33%)
Washington County/5		96	4 (11)	2	15 % (+2%)	2(40%)	4(80%)	2 (40%)
Weldon City/4	13	0	0	1	36% (+1.4%)	1(25%)	3(75%)	2 (66.6%)
<b>Total</b>	<b>465</b>	<b>2322</b>		<b>38</b>				

**Attachment 7****Middle School Literacy Coach Initiative  
Cohort 1: 2006-2007**

<b>District</b>	<b>School</b>
Alamance/Burlington	Broadview Middle
Alamance/Burlington	Graham Middle
Alexander	East Alexander Middle
Anson	Anson Middle
Asheboro City	North Asheboro Middle
Beaufort	P. S. Jones Middle
Beaufort	Aurora Middle
Bertie	Southwestern Middle
Bladen	Elizabethtown Middle
Charlotte Meck	Albemarle Road Middle
Charlotte Meck	Cochrane Middle
Charlotte Meck	Coulwood Middle
Charlotte Meck	Eastway Middle
Charlotte Meck	J. T. Williams Middle
Charlotte Meck	Kennedy Middle
Charlotte Meck	McClintock Middle
Charlotte Meck	Northridge Middle
Charlotte Meck	Ranson Middle
Charlotte Meck	Sedgefield Middle
Charlotte Meck	Spaugh Middle
Charlotte Meck	Wilson Middle
Columbus	Boys and Girls Home
Columbus	Fair Bluff Elementary
Columbus	Tabor City Middle
Cumberland	Jeralds Middle
Cumberland	Spring Lake Middle
Cumberland	Westover Middle
Duplin	Beulaville Elementary
Duplin	Charity Middle
Duplin	E E Smith Middle
Duplin	Warsaw Middle
Durham	Chewning Middle
Durham	Lowe's Grove Middle
Durham	Neal Middle
Durham	Sherwood Githens Mid
Edgecombe	C. B. Martin Middle
Edgecombe	Phillips Middle
Franklin	Cedar Creek Middle
Franklin	Terrell Lane Middle
Gaston	Bessemer City Middle
Gaston	Grier Middle
Gaston	Southwest Middle
Gaston	York Chester Middle
Guilford	Ferndale Middle
Guilford	Jackson Middle
Guilford	Otis Hairston Sr. Middle
Guilford	Welborn Middle
Halifax	Brawley Middle
Halifax	Eastman Middle

<b>District</b>	<b>School</b>
Halifax	Enfield Middle
Halifax	William R. Davie Middle
Hertford	Hertford County Middle
Hoke	West Hoke Middle
Jackson	Smokey Mountain Elem
Lee	East Lee Middle
Lenoir	Rochelle Middle
Lexington City	Lexington Middle
Montgomery	East Middle
Nash-Rocky Mount	Nash Central Middle
Nash-Rocky Mount	Southern Nash Middle
New Hanover	DC Virgo Middle
Northampton	Conway Middle
Northampton	Gaston Middle
Randolph	Randleman Middle
Richmond	Ellerbe Junior High
Richmond	Hamlet Junior High
Robeson	Fairgrove Middle
Robeson	Fairmont Middle
Robeson	Littlefield Middle
Robeson	Lumberton Junior High
Robeson	Magnolia Elementary
Robeson	Orrum Middle
Robeson	Parkton Elementary
Robeson	Red Springs Middle
Robeson	Rowland Middle
Robeson	St Pauls Middle
Robeson	Townsend Middle
Rowan-Salisbury	Knox Middle
Scotland	Carver Middle
Thomasville City	Thomasville Middle
Union	Monroe Middle
Vance	Eaton Johnson Middle
Wake	North Garner Middle
Warren	Warren Co. Middle
Washington	Creswell High
Washington	Wash. Co. Union
Wayne	Brogden Middle
Wayne	Dillard Middle
Wayne	Mount Olive Middle
Weldon City	Weldon Middle
Whiteville City	Central Middle
Winston-Salem/Forsyth	Hanes Middle
Winston-Salem/Forsyth	Hill Middle
Winston-Salem/Forsyth	Mineral Springs Middle
Winston-Salem/Forsyth	Philo Middle
Winston-Salem/Forsyth	Wiley Middle
Yadkin	East Bend Elementary

## Cohort 2: 2007-2008

District	School
Alamance	Turrentine Middle
Beaufort	Chocowinity Middle
Bladen	Tar Heel Middle
Brunswick	Leland Middle
Brunswick	Shallotte Middle
Brunswick	South Brunswick Middle
Brunswick	Waccamaw School
Buncombe	A C Reynolds Middle
Buncombe	Enka Middle
Buncombe	North Buncombe Middle
Caldwell	Gamewell Middle
Caldwell	Hudson Middle
Catawba	Maiden Middle
Catawba	Harry Arndt Middle
Catawba	River Bend Middle
Charlotte Meck	J M Alexander
Charlotte Meck	Quail Hollow Middle
Charlotte Meck	James Martin Middle
Cherokee	Andrews Middle
Cleveland	Burns Middle
Clinton City	Sampson Middle
Columbus	Chadbourn Middle
Columbus	Cerro Gordo
Craven	H J MacDonald Middle
Cumberland	Anne Chesnutt Middle
Cumberland	Douglas Byrd Middle
Cumberland	Gray's Creek Middle
Cumberland	Lewis Chapel Middle
Cumberland	Pine Forest Middle
Davidson	Central Davidson Middle
Davidson	South Davidson Middle
Davie	South Davie Middle
Durham	Brogdan Middle
Durham	George L Carrington
Edenton-Chowan	Chowan Middle
Edgecombe	South Edgecombe Middle
Edgecombe	West Edgecombe Middle
Eliz. City/Pasquotank	River Road Middle
Gaston	Holbrook Middle
Gaston	William C Friday Middle
Guilford	Southern Guilford Middle
Guilford	Eastern Guilford Middle
Guilford	Kiser Middle
Harnett	Coates-Erwin Middle
Harnett	Dunn Middle
Harnett	Western Harnett Middle
Haywood	Bethel Middle
Hoke	East Hoke Middle
Iredell Statesville	East Iredell Middle
Iredell Statesville	North Iredell Middle
Iredell Statesville	Statesville Middle
Iredell Statesville	West Iredell Middle

District	School
Johnston	Selma Middle School
Jones	Jones Middle
Kannapolis City	Kannapolis Middle
Lenoir	E B Frink
Lenoir	Savannah Middle
Lincoln	Lincolnton Middle
Lincoln	West Lincoln Middle
Madison	Madison Middle
Martin	Williamston Middle
McDowell	East McDowell Jr High
McDowell	West McDowell Jr. High
Montgomery	West Montgomery Middle
Nash Rocky Mount	J W Parker Middle
Nash Rocky Mount	Red Oak Middle
New Hanover	Charles P. Murray Middle
Pender	Cape Fear Middle
Perquimans	Perquimans Middle
Pitt	C M Eppes Middle
Pitt	Bethel Elementary
Pitt	Wellcome Middle
Randolph	Archdale Trinity
Randolph	Southeastern Randolph
Randolph	Southwestern Randolph
Randolph	Uwharrie Middle
Randolph	Northeastern Randolph
Richmond	Rockingham Junior High
Richmond	Rohanen Junior High
Robeson	Pemboke Middle
Rockingham	Reidsville Middle
Rockingham	Western Rockingham
Rowan Salisbury	Corriher Lipe Middle
Rowan Salisbury	North Rowan Middle
Rutherford	Chase Middle
Rutherford	East Rutherford Middle
Rutherford	R S Middle
Sampson	Roseboro-Salemburg
Sampson	Union Middle
Scotland	Sycamore Lane Middle
Stanley	Albemarle Middle
Surry	Meadowview Middle
Union	East Union Middle
Union	Sun Valley Middle
Vance	Henderson Middle
Wake	East Garner Middle
Wake	East Wake Middle
Wayne	Norwayne Middle
Wayne	Spring Creek High
Wilkes	North Wilkes Middle
Wilson	Speight Middle
Winston-Salem/ Forsyth	Clemmons Middle
Winston-Salem/ Forsyth	Northwest Middle
Yadkin	Yadkinville Elementary

### Cohort 1 2007-2008 Achievement Data

District	School	EOG Growth 2008	QRI Growth 2008	
			% increase	% 2+yrs
Alamance/Burlington	Broadview Middle	High Growth	54%	10%
Alamance/Burlington	Graham Middle	No Recognition		
Alexander	East Alexander Middle	High Growth	No Data	
Anson	Anson Middle	Expected Growth	42 %	1%
Asheboro City	North Asheboro Middle	High Growth	100%	87%
Beaufort	P. S. Jones Middle	High Growth	79%	50%
Beaufort	S. W. Snowden	Expected Growth	62%	46%
Bertie	Bertie Middle	High Growth	91%	7%
Bladen	Elizabethtown Middle	Expected Growth	84%	59%
Charlotte Meck	Albemarle Road Middle	No Recognition	84%	13%
Charlotte Meck	Cochrane Middle	No Recognition	89%	33%
Charlotte Meck	Coulwood Middle	Expected Growth	63%	24%
Charlotte Meck	Eastway Middle	Expected Growth	72%	48%
Charlotte Meck	J. T. Williams Middle	Expected Growth	No Data	
Charlotte Meck	Kennedy Middle	No Recognition	64%	34%
Charlotte Meck	McClintock Middle	High Growth	39%	30%
Charlotte Meck	Northridge Middle	High Growth	59%	16%
Charlotte Meck	Ranson Middle	No Recognition	75%	28%
Charlotte Meck	Sedgefield Middle	No Recognition	85%	41%
Charlotte Meck	Spaugh Middle	No Recognition	96%	11%
Charlotte Meck	Wilson Middle	Expected Growth	74%	22%
Columbus	Boys and Girls Home	High Growth	75%	50%
Columbus	Fair Bluff Elementary	NA	NA	
Columbus	Tabor City Middle	Expected Growth	100%	39%
Cumberland	Jeralds Middle	High Growth	69%	17%
Cumberland	Spring Lake Middle	High Growth		
Cumberland	Westover Middle	Expected Growth	67%	23%
Duplin	Beulaville Elementary	High Growth	63%	38%
Duplin	Charity Middle	High Growth	31%	0%
Duplin	E E Smith Middle	High Growth		
Duplin	Warsaw Middle	High Growth	81%	53%
Durham	Chewning Middle	No Recognition		
Durham	Lowe's Grove Middle	No Recognition	86%	70%
Durham	Neal Middle	No Recognition	34%	3%
Durham	Sherwood Githens Mid	Expected Growth	91%	63%
Edgecombe	C. B. Martin Middle	No Recognition	43%	6%
Edgecombe	Phillips Middle	High Growth	15%	0%
Franklin	Cedar Creek Middle	High Growth		
Franklin	Terrell Lane Middle	High Growth	90%	44%
Gaston	Bessemer City Middle	Expected Growth	69%	9%
Gaston	Grier Middle	Expected Growth	60%	26%
Gaston	Southwest Middle	No Recognition	65%	16%
Gaston	York Chester Middle	High Growth	63%	50%
Guilford	Ferndale Middle	No Recognition	58%	13%
Guilford	Jackson Middle	High Growth	74%	32%
Guilford	Otis Hairston Sr. Middle	Expected Growth	16%	0%
Guilford	Welborn Middle	No Recognition	80%	47%
Halifax	Brawley Middle	No Recognition	56%	8%
Halifax	Eastman Middle	Expected Growth	95%	62%

District	School	EOG Growth 2008	QRI Growth 2008	
			% increase	% 2+yrs
Halifax	Enfield Middle	No Recognition	25%	0%
Halifax	William R. Davie Middle	Expected Growth	78%	31%
Hertford	Hertford County Middle	Expected Growth	57%	9%
Hoke	West Hoke Middle	No Recognition	32%	27%
Jackson	Smokey Mountain Elem	High Growth	100%	82%
Lee	East Lee Middle	Expected Growth	100%	57%
Lenoir	Rochelle Middle	High Growth	53%	12%
Lexington City	Lexington Middle	High Growth	No Data	
Montgomery	East Middle	Expected Growth	93%	67%
Nash-Rocky Mount	Nash Central Middle	No Recognition	71%	23%
Nash-Rocky Mount	Southern Nash Middle	High Growth	35%	16%
New Hanover	DC Virgo Middle	High Growth	92%	0%
Northampton	Conway Middle	High Growth	83%	34%
Northampton	Gaston Middle	Expected Growth	80%	20%
Randolph	Randleman Middle	No Recognition	89%	54%
Richmond	Ellerbe Junior High	No Recognition	78%	0%
Richmond	Hamlet Junior High	No Recognition	50%	11%
Robeson	Fairgrove Middle	No Recognition	79%	54%
Robeson	Fairmont Middle	High Growth	88%	76%
Robeson	Littlefield Middle	High Growth	93%	41%
Robeson	Lumberton Jr. High	Expected Growth	74%	21%
Robeson	Magnolia Elementary	High Growth	100%	88%
Robeson	Orrum Middle	No Recognition	92%	20%
Robeson	Parkton Elementary	High Growth	50%	33%
Robeson	Red Springs Middle	Expected Growth	75%	21%
Robeson	Rowland Middle	High Growth	82%	36%
Robeson	St Pauls Middle	High Growth		
Robeson	Townsend Middle	High Growth		
Rowan-Salisbury	Knox Middle	No Recognition	100%	43%
Scotland	Carver Middle	High Growth	82%	41%
Thomasville City	Thomasville Middle	Expected Growth	No Data	
Union	Monroe Middle	Expected Growth	93%	72%
Vance	Eaton Johnson Middle	High Growth	71%	29%
Wake	North Garner Middle	High Growth	100%	44%
Warren	Warren Co. Middle	Expected Growth	37%	25%
Washington	Creswell High	No Recognition	86%	86%
Washington	Wash. Co. Union	Expected Growth	93%	35%
Wayne	Brogden Middle	High Growth	No Data	
Wayne	Dillard Middle	High Growth	43%	29%
Wayne	Mount Olive Middle	High Growth	56%	28%
Weldon City	Weldon Middle	Expected Growth	59%	18%
Whiteville City	Central Middle	High Growth	57%	3%
Win-Salem/Forsyth	Hanes Middle	High Growth	100%	68%
Win-Salem/Forsyth	Hill Middle	High Growth	96%	46%
Win-Salem/Forsyth	Mineral Springs Middle	Expected Growth	72%	19%
Win-Salem/Forsyth	Philo Middle	No Recognition	No Data	
Win-Salem/Forsyth	Wiley Middle	No Recognition	68%	23%
Yadkin	East Bend Elementary	High Growth	75%	0%

## Cohort II Achievement Data

District	School	EOG Growth 2008	QRI Growth 2008	
			% increase	% 2+yrs
Alamance	Turrentine Middle	High Growth	76%	32%
Beaufort	Chocowinity Middle	Expected Growth	89%	22%
Bladen	Tar Heel Middle	High Growth	100%	70%
Brunswick	Leland Middle	Expected Growth	62%	8%
Brunswick	Shallote Middle	No Recognition	42%	0%
Brunswick	South Brunswick	High Growth		
Brunswick	Waccamaw School	High Growth	44%	0%
Buncombe	A C Reynolds Middle	High Growth	50%	11%
Buncombe	Enka Middle	Expected Growth	68%	44%
Buncombe	North Buncombe	High Growth	32%	5%
Caldwell	Gamewell Middle	Expected Growth	85%	15%
Caldwell	Hudson Middle	High Growth	66%	29%
Catawba	Maiden Middle	No Recognition	83%	25%
Catawba	Harry Arndt Middle	High Growth	54%	92%
Catawba	River Bend Middle	High Growth	85%	66%
Charlotte Meck	J M Alexander	Expected Growth	90%	54%
Charlotte Meck	Quail Hollow Middle	Expected Growth	68%	40%
Charlotte Meck	James Martin Middle	Expected Growth		
Cherokee	Andrews Middle	Expected Growth	86%	57%
Cleveland	Burns Middle	High Growth	47%	20%
Clinton City	Sampson Middle	Expected Growth	96%	38%
Columbus	Chadbourn Middle	Expected Growth	91%	0%
Columbus	Cerro Gordo	Expected Growth	79%	14%
Craven	H J MacDonald Middle	Expected Growth	70%	56%
Cumberland	Anne Chesnutt Middle	Expected Growth	71%	20%
Cumberland	Douglas Byrd Middle	High Growth	96%	74%
Cumberland	Gray's Creek Middle	High Growth	72%	32%
Cumberland	Lewis Chapel Middle	No Recognition	12%	0%
Cumberland	Pine Forest Middle	High Growth		
Davidson	Central Davidson	High Growth	76%	17%
Davidson	South Davidson Middle	High Growth	61%	17%
Davie	South Davie Middle	High Growth	57%	10%
Durham	Brogdan Middle	High Growth	90%	72%
Durham	George L Carrington	Expected Growth	93%	58%
Edenton-Chowan	Chowan Middle	High Growth	85%	74%
Edgecombe	South Edgecombe	No Recognition	35%	2%
Edgecombe	West Edgecombe	Expected Growth	81%	35%
Eliz.City/Pasquotank	River Road Middle	Expected Growth	57%	21%
Gaston	Holbrook Middle	High Growth	55%	24%
Gaston	William C Friday Middle	Expected Growth	85%	49%
Guilford	Southern Guilford	Expected Growth	47%	10%
Guilford	Eastern Guilford Middle	No Recognition		
Guilford	Kiser Middle	Expected Growth	89%	55%
Harnett	Coates-Erwin Middle	High Growth	27%	8%
Harnett	Dunn Middle	High Growth		
Harnett	Western Harnett Middle	High Growth	18%	5%
Haywood	Bethel Middle	No Recognition	18%	9%
Iredell Statesville	East Iredell Middle	High Growth	66%	12%
Iredell Statesville	North Iredell Middle	Expected Growth	80%	34%
Iredell Statesville	Statesville Middle	Expected Growth	57%	40%

District	School	EOG Growth 2008	QRI Growth 2008	
			% increase	% 2+yrs
Iredell Statesville	West Iredell Middle	High Growth	33%	14%
Johnston	Selma Middle School	High Growth	95%	33%
Jones	Jones Middle	High Growth	45%	0%
Kannapolis City	Kannapolis Middle	High Growth	91%	59%
Lenoir	E B Frink	Expected Growth	76%	33%
Lenoir	Savannah Middle	Expected Growth	72%	56%
Lincoln	Lincolnton Middle	Expected Growth	53%	37%
Lincoln	West Lincoln Middle	Expected Growth	77%	50%
Madison	Madison Middle	Expected Growth	86%	64%
Martin	Williamston Middle	High Growth	54%	46%
McDowell	East McDowell Jr High	No Recognition		
McDowell	West McDowell Jr. High	No Recognition	54%	29%
Montgomery	West Montgomery	High Growth	97%	78%
Nash Rocky Mount	J W Parker Middle	High Growth	71%	19%
Nash Rocky Mount	Red Oak Middle	High Growth	61%	2%
New Hanover	Charles P. Murray	High Growth	82%	43%
Pender	Cape Fear Middle	High Growth	69%	27%
Perquimans	Perquimans Middle	High Growth	71%	61%
Pitt	C M Eppes Middle	High Growth	61%	8%
Pitt	Bethel Elementary	High Growth	61%	30%
Pitt	Wellcome Middle	High Growth	63%	4%
Randolph	Archdale Trinity	No Recognition	50%	24%
Randolph	Southeastern Randolph	No Recognition	55%	10%
Randolph	Southwestern Randolph	High Growth	89%	46%
Randolph	Uwharrie Middle	High Growth	50%	38%
Randolph	Northeastern Randolph	Expected Growth	80%	33%
Richmond	Rockingham Junior High	No Recognition	72%	43%
Richmond	Rohanen Junior High	No Recognition	93%	44%
Robeson	Pemboke Middle	No Recognition		
Rockingham	Reidsville Middle	Expected Growth	60%	26%
Rockingham	Western Rockingham	Expected Growth	77%	2%
Rowan Salisbury	Corriher Lipe Middle	High Growth	78%	56%
Rowan Salisbury	North Rowan Middle	High Growth		
Rutherford	Chase Middle	Expected Growth	73%	29%
Rutherford	East Rutherford Middle	Expected Growth	86%	23%
Rutherford	R S Middle	Expected Growth	95%	74%
Sampson	Roseboro-Salemburg	Expected Growth	88%	33%
Sampson	Union Middle	No Recognition		
Scotland	Sycamore Lane Middle	High Growth	38%	12%
Stanley	Albemarle Middle	High Growth	90%	60%
Surry	Meadowview Middle	High Growth	80%	75%
Union	East Union Middle	Expected Growth		
Union	Sun Valley Middle	Expected Growth	19%	5%
Vance	Henderson Middle	Expected Growth		
Wake	East Garner Middle	No Recognition	79%	3%
Wake	East Wake Middle	Expected Growth	69%	29%
Wayne	Norwayne Middle	High Growth	78%	15%
Wayne	Spring Creek High	High Growth	76%	15%
Wilkes	North Wilkes Middle	High Growth	27%	5%
Wilson	Speight Middle	No Recognition	38%	38%
Win-Salem/ Forsyth	Clemmons Middle	High Growth	86%	64%
Win-Salem/ Forsyth	Northwest Middle	High Growth	69%	31%